DOCUMENT RESUME

ED 081 331 HE 004 481

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TITLE	Proposal for Wellesley College: A Suburban-Regional Studies Center.
INSTITUTION	Wellesley Coll., Mass.
PUB DATE	Sep 70
NOTE	18p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Area Studies; *Conservation Education; Ecology; Environment; *Environmental Education; *Higher Education; Natural Resources; *Study Centers
IDENTIFIERS	*Wellesley College

ABSTRACT

Pollution, ecological imbalance, physical decay and social disruption of our communities are just a few elements of the environmental crisis. This proposal for a Suburban-Regional Studies Center at Wellesley College would deepen understanding of these problems and contribute in some measure toward their solution. The prerequisites for the success of the center include: (1) curricular and administrative autonomy; (2) adequate financial resources; (3) a strong director; (4) a clear commitment from the college both to the center as a whole and to active cooperation with the town of Wellesley on matters of joint interest to the center and the local community. The proposal is divided into sections dealing with: the concept of the center, the curriculum, some long-term research programs, possible academic year, and a suggested time table for implementing these proposals. (Author/PG)

ED 081331

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September 3, 1970

Proposal for Wellesley College:

A Suburban-Regional Studies Center

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Introduction

We see around us a deepening and expanding environmental crisis: pollution, ecological imbalance, physical decay and social disruption of our communities represent just a few of the serious problems we face. Thus it is natural that there has been an upsurge of interest in the environmental and urban areas recently. However, as of 1970 the nation's suburbs, with over 71 million people, have become the largest sector of the population, exceeding for the first time both the central cities (59 million) and all the rest of the country outside metropolitan areas (71 million). Suburbs, through their numbers, wealth, and political power, hold one of the keys to the solution (or non-solution) of the problems mentioned above. A center focusing on suburban-regional studies could deepen our understanding of these problems and perhaps contribute in some measure toward their solution.

The success of a Suburban-Regional Studies Center would depend on its form and direction, and particularly on whether a symbiotic relationship could be developed between the present institutional structure (the academic departments) and the Center. The Center should fulfill the type of role that is inhibited by the normal academic divisions, that is, it should generate interdisciplinary interactions over a broad range of significant issues. The Center would in fact act as a center, providing a place where students, faculty members and community people with diverse interests and different perspectives would be drawn together to discuss and analyze problems which are broad in scope and of common concern.

The Center's conceptual approach therefore represents an expansion of our present educational framework. It indicates that additional educational structures are needed to perform the complementary function of integrating and broadening various departmental perspectives. Presently, in order to deal effectively with the vast expansion of accumulated knowledge and information within almost every field, we have tended to attack and concentrate on ever-narrowing areas of study. To develop expertise within any discipline, the educational process has required a narrower rather than an enlarged intellectual perspective. While this approach has been very effective and creative in many instances, it neglects the unique properties of many complex areas. Such an approach can thereby contribute to serious errors of judgment when one is analyzing and defining particular fields of study. Because an educational program with a number of departmental courses

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in a variety of related areas would not provide the necessary conceptual framework, we must develop an integrative framework for suburban-regional studies.

This framework would bring together participants from different disciplines with a variety of conceptual tools to generate both new methodology and an explosive creativity. Moreover, the interdisciplinary approach would indicate areas of new disciplinary knowledge that must be obtained in order to answer some of the questions raised during our broader analysis. The Center would act as a mechanism for the growth and development of the interdisciplinary perspective within the College. It would allow new educational methods and approaches to fully evolve. It would, in a sense, encourage the development of a broader conception of the community of scholars, with the community growing out of the confrontation and synthesis of ideas and concepts that transcend departmental structures. The Center would be an innovator; it would utilize its suburban location, and the surrounding region, for research, field work, and community service, so that its integrative framework would transcend the narrowly "academic." Such a center could provide a significant educational opportunity through which students might see a new relevance for their more traditional disciplinary courses and perspectives.

Recommendations

1. That Wellesley College develop a Suburban-Regional Studies Center as an autonomous and interdisciplinary unit.

2. That it provide the requisite monies for staff, physical plant, and program.

3. That the Center be constituted with a director, secretary, separate budget, and control (analogous to that of a department) over its curriculum, programs, research, and other pertinent matters.

4. That the Center develop a strong environmental component to the program.

5. That the Center develop a strong town-of-Wellesley component to the program.

6. That it develop workshops, conferences, summer institutes and lecture series to enhance its value as an educational resource both to the College and to the larger community.

Conclusions

There are a number of prerequisites for the success of the Center. These consist of 1) curricular and administrative autonomy (analogous to that of academic departments), 2) adequate financial resources to institute programs, 3) a strong director, 4) a clear commitment from the College both to the Center as a whole and to active cooperation with the town of Wellesley on matters of joint interest to the Center and the local community.

Concept and Curriculum of the Suburban-Regional Studies Center

Concept

Basically, the program would provide a varied exposure to many concepts, ideas, and problems related to suburban-regional studies. It would try to be flexible enough to satisfy a wide range of interests among students and faculty in social sciences, humanities, and sciences. Moreover, there would be a range of possible educational

experiences -- conceptual courses, problem-oriented courses and seminars, basic research, field work, workshops, and conferences -- to complement and reinforce this approach.

The Center's program would provide for involvement in meaningful basic research and problem-solving projects, thus enabling students to find a personal commitment beyond an intellectual one. The field work, workshops, conferences, and seminars would allow formal and informal contact with various individuals outside the College community. Programs and opportunities of this type would provide the basis for the creative analysis and in-depth exploration which are essential for a stimulating intellectual milieu.

In the broadest sense, the programs and curriculum of the Center should internalize the interactive and evolutionary process which is so fundamental to the nature of a regional system. There should be a constant flow of people and ideas into the Center, with a flexible and innovative framework to permit their integration into the present educational context. The Center could become an exciting and attractive hub of activity, drawing a whole spectrum of participants -- lecturers, various professionals, community representatives, public officials, and members of the Boston metropolitan academic community -- to the campus.

Curriculum

The curriculum would center about a holistic approach to suburban-regional problems; that is, it would examine the social, cultural, economic, political, and environmental components. It should provide some types of experience that would permit the student to get initial exposure to the questions involved in the area , followed by a basic core course to examine different approaches and to provide conceptual tools fundamental for an understanding of the area. There should be a wide range of courses and educational experiences, as mentioned above, enabling the student to pursue her strongest interests. Moreover, some consideration (planning and methods) would have to be given to preprofessional course(s) if we want to develop a problem-solving orientation as one of the options for concentrators.

The program would, however, imply a strong background in one or more of the formal disciplines so that some focus would be given to the student's training. This approach does not preclude a formal major in the suburban-regional studies area or individually designed majors -- in fact, the latter would be encouraged -- but it would emphasize the necessity of developing a cohesive perspective for concentration in this or related areas. The program therefore would encourage flexibility without superficiality.

The course structure and content would be formulated to facilitate maximum interaction among participants and to develop and reinforce student initiative and participation at all levels of competence. Seminars, presentations, research projects, and student-taught colloquia would be some of the alternatives used. Since the interdisciplinary approach is essential and because the curriculum would be continuously evolving, there should be strong incentives for faculty members to work together developing new and even temporary courses. The strength of the Center's program would depend on whether its curriculum consisted of courses that represent a rethinking of concepts through interdisciplinary interaction or simply old courses with new names. If the latter were to prevail, the Center would never fulfill its goals. Therefore, many of the courses should initially be generated within the context of the Center rather than being drawn from present course offerings.

Possible structure for the curriculum

A. Work for freshmen: If the present educational pattern continues to exist freshmen colloquia on varous problems could be used. If the Johnson-Rock proposals go into effect freshmen might have several options: In Pattern A freshmen level courses should be available to introduce students to regional and environmental studies. Under Pattern C students would be able to take an integrative course, colloquia, and research in regional and/or environmental studies. Two alternatives should be possible so that a social science or science path could be followed. Moreover, a lecture series at night for students and the community, perhaps combining both perspectives, would be fruitful, for example, The Environmental Problems of the Suburbs.

B. Sophomore work:

1. Two alternative core courses at the sophomore level: One course would have a suburban social science orientation and the other a science-oriented environmental exphasis. Because of the complexity and ramifications of the problems both perspectives are essential. Hopefully, students from both perspectives would interact in upper-level seminars, thus fulfilling our goal of a broad interdisciplinary educational experience. Each course would be a year long, divided into perhaps four segments and taught by various faculty members (depending on enrollment), with a staff member responsible for its general direction. Each student would choose a project for the year, perhaps field work of some kind, under one of the faculty members involved. During the last portion of the second semester the classes would be broken down into groups of 8-10 students plus at least one faculty member, to evaluate and discuss student presentations of their projects.

2. Students would be encouraged to concentrate in a traditional discipline or set of disciplines to develop a strong competence in one area with a broad understanding of related areas.

C. Upper-level interdisciplinary courses. Some lecture courses, but mostly seminars or workshops as well as advanced courses within departments, would be available, along with research projects. For students seriously interested in a career in planning or related work there should be a course at the junior level in models of various systems: suburban, urban, ecological.

D. Advanced interdepartmental seminars. These seminars would cover a large, complex area in conjunction with a senior research project for the students, individually or collectively. The seminar might run a full year dealing with two or three general concepts and specific topics; or it might be broken into semester units if a full year seemed too restrictive, given the flexibility of student programs with leaves of absence, January graduation, etc. In any case the seminar would serve the function of a 350 type experience. The essence of the approach would be the provision of an appropriate setting for close interaction between students and faculty. Each participant would present, discuss, and defend material from a variety of perspectives. The seminars would be limited in size to insure the maximum interaction among participants.

The above presentation indicates the type of course options that would be suitable for this program. A large core curriculum would be inappropriate, since there are many diverse possibilities for developing a meaningful concentration.

Scientific, social science, and humanistic approaches all seem appropriate within the program; therefore, an individual major appears the most useful possibility.

The following are some individual course suggestions for categories A, B, C, and D of the curriculum.

A. Under the present educational pattern several colloquia or introductory courses might be offered in this area. Under Johnson-Rock Pattern C similiar courses might be offered but within the context of the first year course pattern; we will illustrate for Pattern C but courses could be easily adapted to present curricular structure.

Pattern C

Unit 1: Integrative

a. Technology and Environmental Problems. A historical view of the impact of technology on society and the types of environmental problems that have developed.
b. Environment and Humanistic Problems. Questions dealing with aesthetics and perception, and also philosophical conceptions of the relationship of man and nature.
c. The Urban System. An introduction to the problems of urban areas from several different perspectives -- social, economic, physical and environmental. Emphasis on the urban areas as a system, i.e., urban issues seen within the framework of their interrelatedness to the whole urban context.

Unit 2: Water Pollution; Air Pollution -- chemistry taught from the perspective of either political science or economics.

B. The core course

1. Contemporary challenges for the suburbs. The course could begin with an exploration of the post-World War II phenomenon of suburban growth -- types of suburbs, similarities and differences; their place in the overall demographic picture; changes in the past 25 years; sampling of internal problems; relation to rural, urban, regional and national concerns. The second segment of the course could be a study of the town of Wellesley, including its history, and itentifying the challenges (or problems) that townspeople see the town as having. This identification could involve dynamic interaction between college students and a wide range of townspeople -- of varying ages, occupations, ethnic backgrounds, religions, length of residency, points of view. It would be illuminating for college students to discover how local high school adolescents (maybe also junior high), housewives, professionals, commuter executives, laboring people, storemen, town officials (police?) view the town, its strong and weak points. In the third segment individuals taking the course would select one of the problems identified and study it in greater depth, perhaps in conjunction with some local group interested in the same problem. The final segment of the course could be an analysis of what was discovered -- an attempt to understand the various problems themselves and the variety of ways in which they are viewed by different people.

2. Human Ecology: Core course for science oriented students interested in environmental problems. This would be open to all students and might satisfy part of their non-laboratory science requirement. However, a pre- or corequisite would be one chemistry and one biology course.

   Segment 1. Introduction to Ecological Problems: An introduction to the general concepts of ecology, especially ecological systems. Emphasis placed on general problems on world-wide and regional scale.

   Segment 2. Population, Resources, and Power: Examination of power options and resources availability and future needs. Demography. Impact of population on food supply, and general resource and environmental problems.

   Segment 3. Environmental Disruption: Pollution, waste disposal, pesticides, land use, and other environmental problems.

   Segment 4. Research and Fieldwork: Individual basic research project or examination of Boston metropolitan area as case study. Not necessarily restricted to scientific perspective alone. Student presentations. Research and fieldwork as an alternative may begin earlier, with course work and research going on simultaneously.

3. Models for systems: Suburbs, urban, ecological. Modeling for various problems including using computer. Required for major. Computer and mathematics are pre-or co-requisites.

C. Possible upper-level interdisciplinary courses

1. Components of the Budget of a Suburban Town. On the theoretical level this could include the kinds of expenditures necessary for a suburban community, the alternatives and choices that are involved, methods of decision-making. It could become very specific by dealing with the town of Wellesley's budget and the tax-rate structure. Such a course would draw on the disciplines of economics, politics, psychology, sociology -- perhaps also ethics and aesthetics. Students could attend hearings, talk with members of the Planning Board and Advisory Committee, sit in at the annual town meeting evenings. They could analyze the items in the warrant, the arguments for and against, the outcome, the implications of the decisions made.

2. Environmental Problems of Suburbs. An in-depth look at the major environmental problems of the suburbs: water pollution, waste disposal, land-use and conservation problems. Fieldwork with the Wellesley community, development and participation in workshops for local community, local officials, and officials and representatives of community groups from several closely connected suburbs in the area.

3. Environment and Human Behavior. Physical and social environments and psychological perceptions shaping behavior by physical milieu and social environment such as psychology, anthropology (cross-cultural), art and sociology.

4. Politics of Environmental Problems.

5. Resources, Population, Foreign Policy. Economic directions, distribution of available resources, diplomatic and economic relations. Imperialism ecomomics, political science, demography, science-technology.

6. Technology and Social Systems. A historical examination of the effects of technology on social systems. The use of technology by present social systems, such as environmental disruption and attitudes toward growth. Possibilities for changing the present technological patterns under different social systems. Economics, political science, sociology, science.

7. Art and Perception. Examination of the psychological concept of perception. Exploration of how artists create an environment. Historical and cross-cultural examination of this idea.

8. Language, Aesthetics, and Perception. Examination of the influence of language on aesthetic values and environmental perceptions. Art, anthropology, psychology, linguistics-literature.

D. Some possible advanced interdepartmental seminars

1. Seminar on the roles of suburban women. What it means to be a woman in a suburban setting. The students could use as a major resource women in the town of Wellesley -- young, middle-aged, old; homebodies, active volunteers, professional women; single women, married women with children of various ages, or no children. Readings from works in the past and the present would help put the findings into perspective.

2. Seminar on community crisis and its resolution. Various suburban communities have had crises which shatter, for a time, the outwardly placid surface of suburban living. One or more such crises could be studied in an attempt to understand competing value systems, life styles, reactions to social change. The town of Wellesley has had several such crises in the past few years; one of which could serve as a focus, wtih experiences of other communities and in a comparative study.

3. Suburbs-Cities: Problems of Regionalism. Examination of various problems that must be solved on a regional basis: transportation, open spaces, recreation and conservation lands, pollution, housing. Examination of conflicts and commonality between suburbs and urban area. Analysis of the dependence of urban areas on suburban support on various issues. East Boston-Wellesley might be one focus for the study. Development of workshops and presentation for community groups and public officials. Economics, political science, science, sociology, history.

4. Technology and Environmental Disruption. In-depth look at present and future trend in use of technology. Impact of technology on social as well as physical environments. Present and future environmental problems.

5. Environment and Human Settlements. Psychology, demography, sociology, art (architecture), anthropology.

Innovative courses. One of the goals of the Center, and especially its curriculum, is to provide a framework which would allow new ideas and points of view to evolve. This would take the form of encouraging the development and implementation of new interdisciplinary courses. Therefore we must do more than verbally support innovation,

and a significant effort would have to be made to provide formal mechanisms that would make these undertakings attractive and feasible.

Permanent seminars. New multidisciplinary courses developed by at least two faculty members from different departments would be encouraged. To make this enterprise attractive, some sort of incentive system, perhaps a reduced teaching load for the semester when the course was first taught, should be instituted. (This reduction is in anticipation that faculty members would bring to bear their full energies and creativity on the development of the course, and perhaps related research. Moreover, it would provide the opportunity for faculty members to reorient themselves towards the environment area in their major academic work.) Proposals in sufficient detail would be solicited, and a choice among proposals would be made by the Executive-Advisory Committee (discussed below). This system would encourage well-throught-out ideas, and, it is hoped, would foster a number of diverse courses with a perspective relevant to the nature of environmental studies.

Temporary seminars. These would be one-semester courses, taught perferably by more than two faculty members or staff, on current topics. They would be arranged the previous year. The nature of these courses would be similar to the workshops developed during the strike. They would deal with topics that are of current or perhaps imminent concern, but would probably not be suitable as permanent courses. However, encouragement would be given for extracting suitable material from the course to form the basis of a more permanent course offering. An example of such a course is The Boston Metropolitan Transportataion Problem: Alternatives and Impact. Within the next two years, significant decisions will have to be made on transportation alternatives in this area. Examination of the development of this problem, alternative solutions, and probably impacts of these alternatives, especially on the physical and social environment, would be considered. This could be the basis for a permanent course on the problems of transportation and its impact on urban life and environment, with Boston being one case study instead of the primary focus. Members of various departments such as sociology, the sciences -- biology, chemistry, or physics -- political science, economics, urban planning, might be involved with this course.

Student-run workshops and seminars. These would be experimental courses taught primarily by students, but with interested faculty members as participants. They would be informal but scheduled on topics of students' choosing. Money would be provided for outside lecturers under the normal arrangements for seminars. The course(s) would complement other innovative courses but represent student contributions to the Center. The question of credit could be satisfied by a comprehensive paper, similar to a reading course. An example of such a course might be the planning and presentation of a lecture series for the community of Wellesley, analogous to the one on "Perspectives on Social Change," or "The Quest for Community." Student planning, advance reading of works to be listed in a bibliography, arrangement of the lectures or group discussions would be a valuable learning experience for students in community education and in their own intellectual and social awareness. Such a series could also involve students with community people, again relating their academic and outside-world experiences.

Long-term Reserach Programs

The Center should have the capability to undertake a number of research activities consistent with its major function of educating undergraduates in the problems of the suburban-regional system. These would enrich the undergraduates' experience and broaden their understanding of the nature of these problems. The programs should be geared to a problem-oriented framework with considerable

opportunity for student field work. The activities should provide the basis for meaningful research that will satisfy the needs of students and faculty. In terms of the Boston metropolitan area, these projects should also provide a service to the region by helping to develop source material to generate communication between various regional groups such as urban-suburban, suburban-suburban, and urban-urban public officials and community groups. Finally, these programs should strongly reinforce all other elements of the Center by complementing some programs, through conferences, and giving substance toothers, through research and seminar activities.

A number of faculty members in political science and sociology have laid the ground work for these types of programs. With the basic orientation and interests of many students and faculty having been already expressed in various ways, such as the East Boston residence and high enrollment in urban studies courses, this opportunity should not be overlooked. Following are suggestions for two programs dealing with suburban-regional problems.

A. Regionalism: Urban-Suburban Relationships. This would be a continuing program to compare and contrast the nature of the physical and social environment of urban and suburban communities. It would explore the potential for regionalism, and thus examine the areas of urban-suburban conflict and compatibility of needs, priorities, and values. The program would be able to utilize the East Boston amd suburban residence program being developed by the Urban Programs Committee, and perhaps even develop a small urban center with teaching and possibly more student living facilities. In fact, the urban field-work part of this program could easily be integrated into both the regional program and the Center itself, and a framework for much of the urban studies program could thus be developed. Wellesley should, moreover, establish a firm relationship with other communities, such as Model Cities in Boston and with a working-class suburban community. However, the relationship with all these communities should be symbiotic; the goals would not be simply to examine them but to provide a service by supplying information and expertise to help them deal with their problems.

B. Suburban Problems. This program would treat the general problems of suburban communities, especially in relation to environmental concerns. It would be an attempt to understand the unique nature of the suburbs in terms of economic, social, and political structures and patterns. Students would use this knowledge to look at the interrelationship of suburban communities and analyze appropriate means for effective and collective action. This material would be helpful also in the broader context of a theoretical and problem-oriented approach to regionalism. In both of these areas, Wellesley's important contribution would be to develop the suburban component and analyze urban life within this related context.

1. Specific projects in which the College could relate itself to the town of Wellesley

   a. The ABC (A better Chance) Program. A detailed description appeared on p. 10 of the "Preliminary Report on a Wellesley Suburban Focus," dated August 4. This would be one very concrete demonstration of the College's sincerity with respect to both minority group involvement (fitting in with Sondra Bonadie's preliminary report) and town-gown cooperation.

   b. Day Care Center. This is discussed in detail in Eleanor McLaughlin's report. A joint Wellesley-Wellesley (town-gown) parent-planned and parent-run facility would be another concrete demonstration of the College's willingness to cooperate with the larger local community.

c. Projects related to the local schools. In addition to projects discussed in the "Preliminary Report on a Wellesley Suburban Focus" (p. 9) high school-college student interaction might take the form of observation and exchange between the members of the student governments.

d. Projects related to community institutions and organizations. In addition to projects mentioned in the preliminary report (p.11) a very important service could be performed in the area of communications. The Wellesley College Bulletin could be more widely distributed -- for instance, to Dr. Nick Muto's office (Assistant Superintendent). The Wellesley Townsman has been, in the past, receptive to weekly columns describing on-going activities -- even of projects which did not have its editorial support, such as the Wellesley Viet Nam summer several seasons ago. A weekly column describing accurately and fairly College-town and other College activities of interest might help improve town-gown relations by correcting some misconceptions and preventing others from arising. for example, a fuller explanation (if not a modification) of the opening of College courses to high school seniors, prior to second semester; and a modification of the library policy this fall could be spelled out in the Townsman. See negative illustrations of town-gown relations, pp. 2-4 (top), preliminary report.

e. Miscellaneous. See pp. 11-12, a. and b. of preliminary report.

2. Suburban environmental problems. The suburbs face many crucial environmental problems, a number of which are similar or directly related to environmental problems of nearby urban areas. Air, noise, and especially water pollution are developing and in many cases have already become serious problems. Moreover, the appropriate use of declining open spaces are now, and will be in the near future, a critical issue -- one that will strike at the core of the suburban life style, and suburban major attractiveness. The form and proper density of development for creative use of open spaces, protection of recreational and unique conservation areas are just an intimation of the issues that fall within this area. These questions, however, are related to a broader set of questions in regards to transportation, economic growth, communications, population, resources, and land use options. Moreover, options available to deal with these broader issues are constrained within a framework derived from basic communal values, social structure, and political and economic institutions. Thus environmental problems are significantly tied to very basic social, economic, and political realities, and therefore are legitimate and compelling aspects of the suburban-regional studies area.

a. Development of a program examining Wellesley, East Boston, and Boston metropolitan environmental problems, to include fieldwork, workshops, and perhaps some in-depth consultant reports.

Possible Academic-Year and Summer Programs

A. Workshops and conferences

A number of workshops and conferences for local officials, community groups, and other interested parties, on various suburban problems, for example, urban-suburban environmental planning, and other related topics. This would certainly add a new dimension to the special programs discussed above, and would allow the College and the Center to play a creative role in regional development by fostering understanding among various participants in conferences and workshops.

B. Rotating lecture fund (fully endowed)

A fund to bring in one or two controversial or authoritative figures at a time for a short period to discuss their ideas, with a wide range of topics to be covered throughout the year; to draw persons from the academic and nonacademic segments of the Boston metropolitan area, thus setting the stage for informal and perhaps subsequent formal contacts between visitors and students and faculty.

C. Advanced Institute for Environmental Problems (partially endowed)

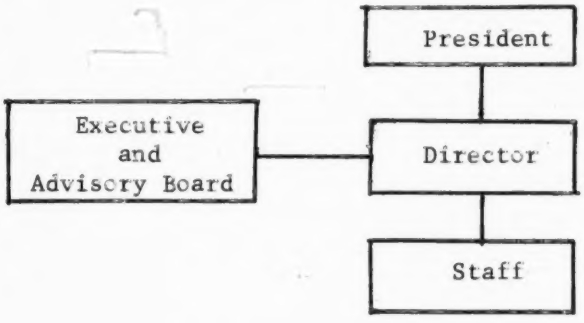
One or more conferences a year, bringing together well-known individuals for one to two weeks on different environmental problems, such as urban development, and including general symposia open to the College community, with private discussions included as a part of the conference, to permit close contact between participants, students, and faculty. The conference would be a good way to recruit visiting professors or permanent staff and to expose staff, faculty, and students to a wide variety of perspectives. Part of the expenses of the conference could be paid by publishing an edited series of conference papers and symposia. (I suspect it would not be too difficult to sell this idea to a publisher.)

D. Summer institutes for teachers (NSF or Ford)

Seminars and research for either college or high school teachers in environmental problems, aimed toward developing new curriculum under the supervision of staff or associated faculty members.

Structure and Administration

The structure and administration of the Center must insure and reinforce our interdisciplinary and innovative approach to environmental studies. Therefore its primary decision-making and advisory bodies must reflect the widest participation among faculty and students of various orientations, and these bodies must have the independence and power to make policy decisions without being caught between departmental priorities. It is essential that students participate meaningfully in order to stimulate the feedback and suggestions that would prove productive. These bodies must be free to permit the Center to develop the programs that would be most fruitful for its own unique needs.



I. Executive and Advisory Board

A. Function
1. Review and set general policy, review curriculum, hiring, and tenure, in cooperation with the Director
2. Review programs and research of Center with respect to its relationship to existing programs and the functioning of the rest of the College
3. Advisers to the Director on curriculum and programs
4. Develop interdisciplinary curriculum, review interdisciplinary course proposals, initiate new programs, recommend visiting professors and conference topics

B. Composition
1. Faculty (four)
   a. Two tenured and two non-tenured members of the faculty. The size of the committee might be expanded when the program develops to include more faculty and student members.
   b. Broadly representative of a variety of disciplines and Groups A, B, C.
2. Students (three)
   a. At least two to be participants in the program of the Center
   b. Representative of different academic orientations similar to Group A, B, C requirement for faculty

II. Director

A. Appointment: by the President, subject to approval of the Executive Board

B. Responsibilities
1. Oversight of proper functioning of the Center, with duties similar to those of a department chairman
2. Oversight (but not necessarily administration) of summer programs
3. Work with Executive and Advisory Board
4. Coordination of Center's programs with various segments of the College
5. Initially the Director would be expected to teach at least one course a semester

III. Staff

A. Permanent staff and faculty
1. Director
2. Staff members (two-three)
3. Visiting professor (endowed chair)
4. Consultants
5. Temporary lecturers

B. Associated faculty (faculty from other departments)

Some further definition of staff members is necessary, and is given here.

Staff members: two or three faculty members with widely divergent backgrounds to provide a nucleus of interdisciplinary studies, from the sciences, social sciences, and humanities; a geoprapher-demographer, human ecologist, an environmental scientist are possibilities. Many excellent persons have begun to devote their full energies to these areas, and the College should take advantage of this fact by providing

specific faculty positions, with the possibility of tenure, in order to attract such persons. One member of the staff should be designated as the coordinator for Center-town of Wellesley programs and projects. This individual would, ideally, be in charge of the core course described in the curriculum section as B., 1. and handle one or two of the courses or seminars described under C. or D. Probably half of that person's time, at least in the beginning, would be administrative, devoted to town-College affairs.

Visiting professor: Hired, preferably, for a semester, or perhaps for a year; someone who is deeply involved in environmental problems and an authority in his particular area. He or she would teach at least one course per semester, or give a series of lectures, and generally participate in pertinent seminars and discussions with faculty and students. A conscious effort should be made to bring to the College individuals with diverse perspectives and interests so that new ideas and research projects can be continually generated. Omit unless endowed.

Consultants: one or two people to act as a resource to the Center on problem-solving research. They would be expected to lecture occasionally, attend seminars, and work with students on research. They would pay their own salaries out of their own grants, but in exchange for their contribution Wellesley would provide office space and secretarial help as well as function as a conduit for their research monies. Their presence would provide the College with an invaluable educational and research resource. This might be an opportunity to provide women with positions of this type.

Temporary lecturers: this idea is fully discussed under "Possible Academic-Year and Summer Programs," above.

Associated faculty: The majority of the Center's faculty would be associated with the Center, but principally members of the various departments of the College. This would permit greater flexibility, since many faculty members could then work both within their own specialized fields and contribute to the interdisciplinary approach of the Center. If their research interests diverged at some point from the environmental field, then they could temporarily withdraw from their association with the Center, always having the option to renew their association at a later time. MIT (Brandeis) exchange might offer some opportunities to interest other faculty members in developing courses for this program.

Physical Plant

The physical layout of the Center is perhaps crucial to the successful functioning of its program. Interdisciplinary undertakings need an atmosphere of togetherness, of cohesiveness, in order to promote the necessary interaction and exchange between participants that denotes a productive program of this type. Thus it is imperative that one create a center both in the physical and psychological sense.

It is not enough to have offices and other facilities close together, for this does not necessarily promote any cohesion. Probably the most appropriate physical structure would be either a small house or an enclosed area. A small building might be an ideal place to provide the necessary atmosphere of closeness. Offices, seminar rooms, and a lounge would be partof the physical setup. Besides the offices, the acceptable minimum for a complete center would be a central lounge, a seminar room, and one medium-sized (50-100) lecture hall. It would be important to construct the Center in such a way that both the lounge and seminar rooms became centers for interaction among faculty and students. Areas for relaxed exchange -- as over

sandwich lunches -- are essential to the nature of this approach. However, the most logical physical setup would probably be an enclosed area within the new science center, with a small house (possibly a society house) to be used first as the temporary Suburban-Regional Studies Center.

It would be preferable for most lectures and seminars to be given in the Center itself, as well as courses in other departments that come under this general area of study, in order to provide wider interaction between faculty associated for one course and the general staff of the Center.

Suggested Time Table for Implementing Proposals

September, 1970 -- Commission accepts proposals in their entirety (hopefully), to be phased in gradually, after final acceptance by the Trustees.

I. Curricular proposals

A. Fall, 1970 -- Academic Council accepts concept of a Suburban-Regional Studies Center, and
   1. accepts curricular outline in principle
   2. agrees that one or preferably both core courses, and one or preferably more seminars and/or colloquia be included in the curriculum for the academic year 1971-72
   3. agrees that the rest of the curricular proposals be phased in gradually, beginning with the academic year 1972-73, when freshman level work could be planned to fit Pattern C, Integrative Studies, of the Johnson-Rock education proposal, if that is accepted

B. In order to implement the above, Council should agree to the following:
   1. the appointment of a small interim faculty committee to explore the curricular possibilities within the framework of the present staff for:
      a. the core courses (B)
      b. one or more colloquia and upper-level interdepartmental courses or seminars (A, C, and D). Faculty from the sciences who might be interested in serving on the committee and/or in giving one of the courses: Harriet Creighton, Marge Fogel, Norton Rubenstein, Eric Zornberg; from the social sciences: Carolyn Bell, Allan Eister, Alona Evans, Roger Johnson, Alice Robinson, Annemarie Shimony, Alan Schechter.
   2. the appointment of a small committee, including some of those working on curriculum, to prepare a full job description and initiate a search for Director of the Center
      Spring, 1971 -- Appointment of Director, and secretary to begin work in the fall of 1971. Also preparations for temporarily housing the Center, perhaps a society house.
      Fall-Winter, 1971 -- Planning and staffing of Center for full curricular program to be implemented in the academic year 1972-73.

II. College-town of Wellesley relationship

A. Fall, 1970 -- Establishment of Planning Committee(s) to Implement the projects authorized by the Commission
   1. College-High School-Community Committee to explore possibilities of an ABC program. Contact Peter Sipple for suggested high school person. Dr. Nick Muto as an administrator, Don Polk or Sondra Bonadie for the College, plus someone for the financial side, Barbara Joyce (Mrs. Hugh Joyce, Wellesley '46, a leading spirit of the Wellesley METCO program) or Natalie Gulbrandsen (Mrs. Melvin Gulbrandsen, initiator of Wellesley's METCO program), perhaps two College students and two high school students. If there is community and College interest and commitment, hopefully the national METCO committee could help, with recruitment completed in the spring so that the ten students could be included in the MIT-Wellesley Upward Bound program in the summer of 1971, and the Wellesley residency

high school program beginning with the academic year, 1971-72. The two college student resident tutors, would be designated in the spring of 1971. The two dormitory places released by these students could be filled by others, which would help in the financing. If the College agrees to supply a large house, that house should be removed from the list of houses available for College faculty before the list is circulated in the spring, 1971.

2. Planning Committee to work on Joint Town-College Day Care Center, if that is decided upon. Rev. William Coleman (Christ's Church, Methodist), Angela Polk might be contacted for community people. Some College faculty, staff, Continuing Education parents could represent the College, along with an administrator -- Mrs. O'Sullivan(?).
3. Lecture Series: Either in spring or fall 1971 a lecture series relevant to the focus of the Center should be developed open to College and community (evenings) e.g. Environmental Problems of Suburbs. This series should lay the basis for a continuous series of lectures (perhaps endowed) on various relevant topics. Student-faculty workshops should be developed concomitantly with the lectures to enrich and broaden the material presented.
4. Publicity: Some one person should be in charge of publicity so that there will be wide knowledge of and, hopefully, support for the Center and its various aspects. Information should be made available in creative ways both on campus and for the larger community. The Townsman should be supplied with suitable material at frequent intervals.
5. Funding: Funds should be made available by the College for the budget year, July 1971- June 30, 1972. Meantime a detailed funding proposal should be prepared for approaches to foundations.

Cost Estimates (Kindness of P. Fleming and J. Kiebala)

I. Curricular Proposals (P. 15, I., B.)

A. Staffing and Administration

1. 1971-1972 -- For director, secretary, administrative and operating expenses -- 6-8 instructional units. Some (most, all) of the instructional units might be handled by present staff, representing a reallocation of funds (i.e., lower instructional costs in the departments from which the staff came)

   $32-40,000
   (25-50,000)

2. 1972-1973 -- Additional staff, programs, lecture series (see II, 3.)

   $64-72,000

3. By fifth year -- full Center operation -- director, 3 staff, secretary, etc.

   $120-160,000

B. Plant

1. Initial housing -- possibly a converted society house

   $10-15,000

2. Part of Science Center, if one is built

II. College-Town of Wellesley Relationship (pp. 15-16)

1971-1972

$3-5,000

1. ABC, for housing provided by the College
2. Day Care -- see McLaughlin report
3. Lecture Series -- included under I., A., 2.
4. and 5. Costs presumably would be absorbed in salaries being paid to full-time staff people.

1972 ff -- Costs would be dependent upon decisions and programs adopted.

Acknowledgements and Bibliography for Suburban-Wellesley Aspects of this Report and that of August 4, 1970

Among the many non-Wellesley College people who have been helpful, specical thanks for their time and ideas go to:

Dr. Robert L. Bragg, Director, Wellesley Human Relations Service
The Rev. William Coleman, Minister, Christ's Church, Methodist
Dr. Hilda Kahn, Radcliffe Institute
Dr. Nick Muto, Assistant Superintendent, Wellesley Schools
Mrs. Dorothy Uhlig, community leader, head of Wellesley Lecture Series
Mrs. Mary Williams, research paper, (see below)

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